

Reading Standards Revision Work Group Meeting

March 20th, 2008

9:00 am - 3:00 pm

Nebraska Department of Education
Meeting Agenda

Welcome/Introduction to Meeting/Overview of Agenda

Individual examination of standards document

Round-robin discussion

BREAK

Group work to examine/revise curricular indicators for

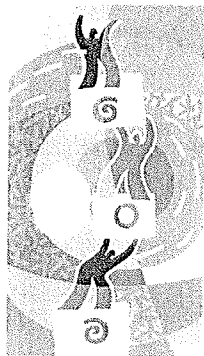
Writing/Speaking/Listening

Working Lunch (continue work of indicator development/revision)

Continue curricular indicator work

Share-out of work completed

CLOSURE



Reading Standards Revision Work Group Meeting

April 10th and 11th, 2008

8:30 am – 3:30 pm

Lincoln Country Inn and Suites

Meeting Agenda

April 10th

Welcome/Introduction to Meeting/Overview of Agenda

Update of Standards Revision Process

Examination of Standards Document

BREAK

Revision of Curricular Indicators

LUNCH

Continued Revision of Curricular Indicators

Closure

April 11th

Overview of Revised Standards Document

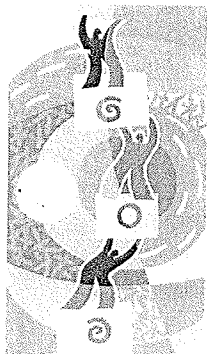
Development of Off-benchmark Curricular Indicators

LUNCH

Development of Off-benchmark Curricular Indicators

Alignment of Standards

Closure



Standards Revision Work Group Meeting

April 23rd, 2008

8:45 am – 3:30 pm

Nebraska Department of Education, Conference Room C

Meeting Tasks

Prioritization of Curricular Indicators

Development of Off-benchmark Speaking/Listening Curricular Indicators

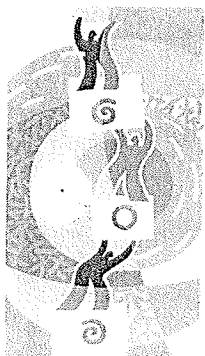
WORKING LUNCH

(Participants will offer input regarding the proposed standards numbering system)

Examination of 21st Century Application Standard

Discussion regarding Ordering Curricular Indicators

Closure



National Advisory Council Meeting

May 6th, 2008

9:00 am - 3:00 pm

Lincoln Cornhusker Marriott, Arbor II Room

Meeting Agenda

Jody Isernhagen/Jan Hoegh

Welcome/Introduction to Meeting

Jan will welcome the group and facilitate an introductory activity.

Jody will inform the group about the purpose for this meeting and each participant's role.

Purpose for meeting: Participants will receive information regarding the processes implemented as a result of LB 1157.

Participant role: Participants will be asked to reflect on and respond to information presented regarding the state assessment process. Recommendations will be requested regarding specific portions of the meeting.

Jody will introduce Pat, who will share a few introductory remarks.

Donlynn Rice

Standards Revision Process

Donlynn will provide information regarding the Reading Standards Revision process.

Participants will have a portion of the document in their participant packets.

Pat Roschewski

State Reading Assessment Development Plan

Pat will overview the Work Plan for the implementation of LB 1157 and the Assessment and Reporting Schedule (both documents will be part of the participant packet)

Jody will facilitate whole-group discussion following the previous informational presentations. She will instruct participants to ask questions or respond to the information presented by Donlynn and Pat.

BREAK (10:15 to 10:30)

Jan Hoegh

Prioritization of Curricular Indicators

Jan will present information regarding the concepts of Comprehension and Vocabulary and the Curricular Indicators under each. Additionally, she will tell the group about the process used for prioritizing the indicators. A copy of the prioritized indicators will be included in the participant packet.

Margaret McInteer

Table of Specifications

Margaret will present information to the group regarding a potential Table of Specifications. She will talk about the process used for determining the potential TOS and will share the completed matrix.

Jan Hoegh

Performance Level Descriptors

Jan will explain the example Performance Level Descriptors, which each participant will have in the participant packets. The Standards visual will be referenced at the onset of this discussion.

Jody will facilitate whole-group discussion at the conclusion of the previous three presentations. She will instruct participants to ask questions or respond to the information presented by Jan and Margaret.

LUNCH

Norm-Referenced Test Reporting Procedures

Margaret McInteer

Passage Writing/Item Development

Margaret will share what has occurred thus far in the development of the State Reading Assessment. She will present information regarding the processes used for passage and item writing, and talk about future test development activities. Samples of products will be included in the participant packets.

Pat Roschewski

Assessment Logistics

Pat will present the Potential State Reading Assessment logistics information to the group.

Pat Roschewski

Request for Proposal Process

Pat will overview the Request for Proposal Process that will be used to secure a computer software support system.

BREAK (2:00)

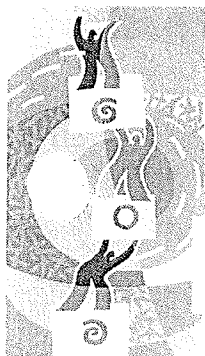
Jody will facilitate whole group discussion following the previous three presentations, using the following two focus questions:

- 1) What questions/comments/suggestions would you make regarding the logistics of the State Reading Assessment?*
- 2) What recommendations would you make regarding the Request for Proposal Process?*

Following table discussion time, Jody will facilitate a group share out. Jan will record the discussion of the group.

Jan Hoegh

Closure



Advisory Group Joint Meeting

Design Team ~ Standards Advisory ~ Assessment Advisory

May 9th, 2008

9:00 am – 3:00 pm

Lincoln Cornhusker Marriott, Grand Ballroom

Meeting Agenda

Jody Isernhagen/Jan Hoegh

Welcome/Introduction to Meeting

Jan will welcome the group and facilitate an introductory activity. She will also inform the group about the purpose for this meeting for each participant's role.

Purpose for meeting: Participants will receive information regarding the implementation of LB 1157 since the January meeting.

Participant role: Participants will be asked to reflect on and respond to information presented, specifically to how the state processes impact the local assessment processes in our state.

Jody will inform the group regarding their input regarding the information received. She will recognize table facilitators, present their role, and discuss the recording template to be used for processing each portion of the meeting.

Pat Roschewski

State Reading Assessment Development Plan

Pat will overview the Work Plan for the implementation of LB 1157, providing specific information related to the law.

Donlynn Rice

Standards Revision Process

Donlynn will provide an update regarding the Reading Standards Revision process since the January meeting. Participants will have a portion of the document in their participant packets.

Pat Roschewski

State Reading Assessment Development Plan

Pat will overview the Assessment and Reporting Schedule (this document will be part of the participant packet).

Jody will facilitate table discussion following the previous informational presentations.

She will instruct participants to respond to the following question:

What impact on local curriculum/instruction/assessment processes do the revised standards and the State Reading Assessment process have?

BREAK (10:15 to 10:30)

Jan Hoegh

Prioritization of Curricular Indicators

Jan will present information regarding the concepts of Comprehension and Vocabulary and the Curricular Indicators under each. Additionally, she will tell the group about the process used for prioritizing the indicators. A copy of the prioritized indicators will be included in the participant packet.

Margaret McInteer

Table of Specifications

Margaret will present information to the group regarding a potential Table of Specifications. She will talk about what a Table of Specifications is, the purpose for a Table of Specifications, and how the prioritized indicators correlate to the Table of Specifications.

Jan Hoegh

Performance Level Descriptors

Jan will explain the example Performance Level Descriptors, which each participant will have in the participant packets. The Standards visual will be referenced at the onset of this discussion. PLD development plans will be presented, as well.

*Jody will facilitate table discussion at the conclusion of the previous three presentations
She will instruct the group to discuss the following two questions.*

*How do the prioritized indicators, the Table of Specifications, and the Performance Level
Descriptors impact the local district?*

What recommendations would you make regarding this information?

LUNCH

Margaret McInteer

Passage Writing/Item Development

*Margaret will share what has occurred thus far in the development of the State Reading
Assessment. She will present information regarding the processes used for passage and
item writing, and talk about future test development activities.*

Pat Roschewski

Assessment Logistics

Pat will present the Potential State Reading Assessment logistics information to the group.

Pat Roschewski/Marilyn Peterson

Request for Proposal Process

*Pat and Marilyn will overview the Request for Proposal Process that will be used to secure
a computer software support system.*

BREAK (2:00)

*Jody will facilitate table discussions following the previous two presentations using the
following two focus questions:*

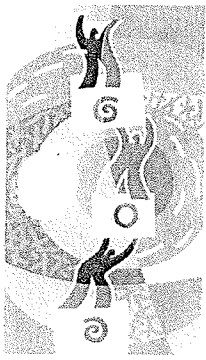
- 1) How does the information regarding the State Reading Assessment and the RFP
process impact the local district?*
- 2) What overall recommendations would you make regarding the information that has
been presented today?*

Following table discussion time, Jody will facilitate a group share out.

Jan will record the discussion of the group.

Jan Hoegh

Closure



Standards Revision Work Group Meeting

May 21st, 2008

9:00 am – 3:30 pm

Lincoln Cornhusker Marriott, Olive Branch Room

Meeting Tasks

Objective of Meeting:

Participants will revise indicators related to vocabulary and comprehension in order to incorporate a higher level of delineation between/among grade levels.

Resources for Indicator Revision

Vocabulary Indicator Revision

WORKING LUNCH

Comprehension Indicator Revision

Closure



Reading Standards Work Group Meeting

July 15th, 2008

9:00 am – 3:30 pm

Department of Education, V-tel Room

Meeting Agenda

Welcome/Introduction to Meeting

Overview of Revision Process thus far

10:15 Break

Revision of Curricular Indicators - Whole Group

11:45 Lunch (Participants will continue the work of refining indicators for Speaking/Listening).

Revision of Writing Genre Curricular Indicators

2:00 Break

Overview of Reading Standards Document

3:30 Closure

Standards Validation Process

Reviewers

Review Group	Who	What	How	Areas of Review
MCREL	Regional Laboratory, Extensive work in standards across the nation – Compendium of content standards	Utilized group of content area experts	Reviewed standards against sets of standards from other states that typically score well on national comparisons on California, Louisiana, Georgia Indiana, West Virginia	Breadth
	National Expert in scientifically based reading research – instrumental in the development of the reading first program	Worked as an individual	Reviewed standards against well accepted reading research	Depth
Dr. Reid Lyon	National panel of experts on assessment of standards and the peer review process for NCLB	Dialoged in pairs and then as a group	Reflected on standards based on expertise in the areas of assessment and NCLB peer review process	Measurability
National Advisory Panel				Clarity
				Specificity

Nebraska's Standards are organized

- K-12 Comprehensive Standards
 - Identify broad K-12 learning standards for students related to reading, writing, speaking, and listening
- Grade Level Standards
 - Statements that identify what students know and be able to do by the end of each identified grade
- Curricular Indicators
 - Examples that further define what a student should learn at each specified grade level

Nebraska Language Arts Standards:

Grade 1

LA 1.1 Students will learn and apply reading skills and strategies to construct meaning.

LA 1.1.1 Knowledge of Print: Students will demonstrate knowledge of the concepts of print.

- LA 1.1.1.a Recognize that print varies (e.g., font, size, bold, italic, upper/lower case)
- LA 1.1.1.b Identify the purpose of print is to carry information
- LA 1.1.1.c Recognize voice to print match
- LA 1.1.1.d Understand that words are made up of letters
- LA 1.1.1.e Identify parts of a book (e.g., cover, pages, title, title page, author, illustrator)
- LA 1.1.1.f Knowledge that print reads from left to right and top to bottom
- LA 1.1.1.g Identify punctuation (e.g., period, quotation marks, exclamation mark, question mark)

LA 1.1.2 Phonological Awareness: Students will demonstrate phonological awareness through oral activities.

- LA 1.1.2.a Segment spoken sentences into words
- LA 1.1.2.b Recognize and produce oral rhymes
- LA 1.1.2.c Blend, segment, and delete syllable sounds in spoken words

Breadth

- Are all significant knowledge and skills addressed in the indicators?
- Does it align with current research?
- Is there content that is not commonly found in language arts documents?



Depth

- Are students appropriately challenged?
Cognitive demand?
- Are the students held to expectations comparable by grade level to expectations held for students in other states?
- Do the standards increase in depth and complexity with increasing grade levels?

Clarity

- Do the standards effectively communicate what it is that students should know and be able to do?
- Is the organization of the standards document easy to use and understand - is it free of jargon?

Specificity

- Are the standards specific enough to provide teaching guidance as well as to provide a meaningful distinction of content from one grade level to the next?
- Do the standards contain duplicate content and vague wording?
- Are the standards presented in a format that indicates a clear scope and sequence across grade levels?
- Does the specificity of the standards ensure alignment of assessment to determine mastery?



Measurability

- Do the standards identify knowledge and skills that can be assessed?
- Are the standards written in behavioral terms and clear language that can be measured?

Findings

- The information provided was generally very helpful
- Opinions on the various areas were similar across all three groups
- Specific suggestions; Organized differently

Breadth - Good

- “Overall, however, the Nebraska standards cover the majority of knowledge and skills articulated in the comparison documents.”
- “The majority of uncommon content identified in the Nebraska standards falls under the topic of media literacy and electronic communication.”

Depth - Good

- “Overall, the grade placement of content in the Nebraska standards is comparable to the state documents analyzed.”
- “In a few cases, content appeared in the comparison documents at an earlier grade.”

Clarity - Good

- “The *Nebraska Language Arts Standards* have a few issues related to clarity. The overall structure of the standards was found to effectively organize student knowledge and skills.”

Specificity - Needs additional work

- “The Nebraska Language Arts Standards have significant issues related to specificity. Many indicators were found to duplicate across numerous grades.”
- “Indicators should appear only in the grade in which the knowledge or skill is mastered, be used as content organizers, or be revised to provide more guidance to educators about the knowledge or skill that is expected of students at each grade level.”

Grades 1-2 - Current Wording

- LA 1.2.1.g & LA 2.2.1.f: Publish a legible document handwritten

Grades 3-12

- LA 3-12.2.1.f: Publish a legible document (e.g., handwritten or electronic)

Suggested changes

Grade K

- Print all uppercase and lowercase letters, attending to the form of the letters.

Grade 1

- Write with appropriate spaces between letters, words, and sentences



Suggested changes

Grade 2

- Print legibly (e.g., letter formation, letter size, spacing, alignment)

Grade 3

- Write legibly in cursive

Measurability

- OK - When specificity improves this area will also improve.
- “The Nebraska Language Arts Standards have a few issues related to measurability. Numerous indicators were identified that pose problems for assessment because they may be open to interpretation.”

Additional Information

- ELL
- Research notes
- Additional References

Next Steps:

- Further analyze all reports and compare specific suggestions
- Reconvene editing groups
- Edit document
- Bring final draft to November meeting for Board Action
- Prepare Rule 10 Hearing Draft for December Meeting – begin rule revision